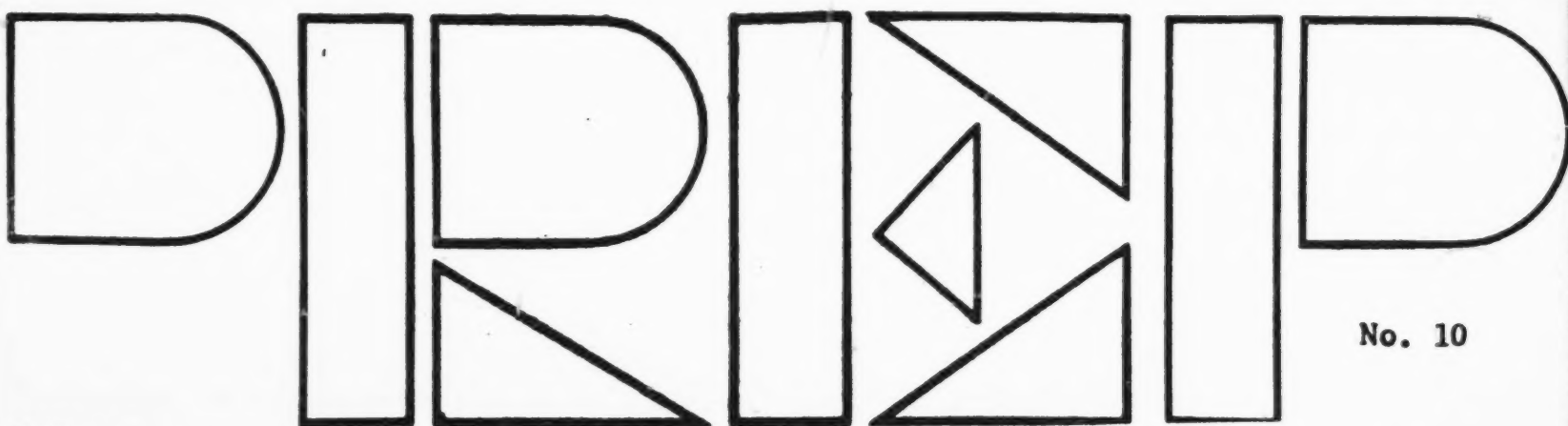


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ABSTRACT An extensive review of the literature on the problem of preparing the disadvantaged for jobs has been compiled. The study includes information on a nation-wide survey of exemplary job-oriented education programs for the disadvantaged conducted jointly by private industry and the schools. Finally, three seminars were held for businessmen, educators, and other community leaders in Knoxville, Denver and New York City to test the seminar as a method of disseminating the material compiled by the study and to stimulate interest in further cooperative efforts. It is believed that the experience gained in the three trial seminars has provided a set of guidelines that could be helpful to others who might wish to hold such a seminar in other communities. Accordingly a handbook has been developed in order to convey an understanding of the objectives of a "Seminar on Preparing the Disadvantaged for Jobs" and of the means which may be employed to attain these objectives. This project was funded by the Office of Education under its Targeted Communications Program. A related document is ED 034 085. (ON)					

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No. 10

PREP is . . .

- a synthesis and interpretation of research, development, and current practice on a specific educational topic
- a method of getting significant R&D findings to the practitioner quickly
- the best thinking of researchers interpreted by specialists in simple language
- the focus of research on current educational problems
- a format which can be easily and inexpensively reproduced for wide distribution
- raw material in the public domain which can be adapted to meet local needs
- an attempt to improve our Nation's schools through research
- Putting
R | research into
E | educational
P | practice

SEMINAR ON PREPARING THE DISADVANTAGED FOR JOBS: A PLANNING HANDBOOK

Businessman:

"I'd have to lower my hiring standards to bring in the disadvantaged. My present employees would resent this."

"The schools aren't teaching students the skills they will need on the job."

"I'm willing to hire the disadvantaged, but they don't respond to my recruitment ads in the newspapers and on radio."

The Disadvantaged:

"I've had the door slammed in my face so many times that I've given up trying to find a job."

"Even if I go through those company training programs I can't get a decent job."

"It doesn't pay me to work; I can make more on welfare."

"Schools don't teach me what I need on the job."

Educator:

"How can we know what skills to teach students if businessmen don't let us know what they require on the job?"

"Industry is luring students out of the schools with the weekly paycheck."

"Give us more money; we do the best we can with the funds available."

"We can offer the basics; specialization must be done elsewhere."

Such were the comments and accusations hurled back and forth in a face-to-face dialog between educators, business and industry leaders, and representatives of

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the disadvantaged during a seminar to bring such problems out into the open in an effort to find solutions.

Three such seminars were held throughout the country--in Knoxville, Tennessee, Denver, Colorado, and New York, New York--as part of the interpretive studies project on the cooperative efforts of private industry and the schools to provide job-oriented education programs for the disadvantaged (see PREP kit No. 9).

The "Let's-do-something-about-this" feeling which permeated the seminars and the successful training and hiring programs which later resulted prompted the development of this *Planning Handbook* as a guide for those who might have a similar situation in their communities and would be interested in holding such a seminar.

The *Handbook* was written by Dr. Trudy W. Banta of the University of Tennessee, Knoxville, one of the co-directors of the interpretive studies project funded by the Office of Education under its Targeted Communications Program.

This Handbook was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

Throughout the country community leaders are looking toward new and more effective programs of job training and education for the disadvantaged as means of breaking the vicious circle of circumstances which maintain poverty. The emphasis on the disadvantaged in the 1968 Amendments to the Vocational Education Act attests to this fact. So do the hard-core hiring and training activities of the National Alliance of Businessmen, the Manpower Administration of the Department of Labor, and various other agencies. As a people who have always believed that education and an honest job were the passports to improved status in life, Americans are betting that the best way to eliminate want on the part of the Nation's underprivileged is to provide these individuals with satisfying jobs and the basic education and skills training necessary to perform effectively in the new positions.

With public attention focused on job-oriented education (basic education coupled with job orientation and skills training), 1970 appears to be an excellent time for encouraging closer cooperation between all segments of the community for a concerted attack on the problems involved in making such education relevant for the target population. In conducting a ten-month study (June 1968-April 1969) for the U.S. Office of Education entitled "Interpretive Study of Cooperative Efforts of Private Industry and the Schools to Provide Job-Oriented Education Programs for the Disadvantaged" the co-directors found that one effective method of encouraging cooperation in job-oriented education ventures is to bring together leaders from business, the schools, and other community agencies for a one-day seminar to discuss the community situation and explore possible avenues for alleviation of recognized problems.

Private industry has the resources to provide curriculum consultants, access to up-to-date equipment, and even part-time jobs for students, all of which can aid the schools in making their occupational education offerings more realistic. Employers have everything to gain from close contact with school programs because the school is preparing future employees, and the better the school training, the easier the company's training task when these students enter the work force. Business is also beginning to see the benefits to be derived from involving schools in basic education and skills training courses for its new hard-core employees. Various community agencies such as the Urban League, Urban Coalition, Community Action Committee, and welfare department are well acquainted with the job-training needs of the disadvantaged population and can make a useful contribution to furthering cooperation between private industry and the schools.

For the "Interpretive Study" an extensive review of literature on the problem of disadvantage was compiled, and various Federal and industrial attempts to alleviate this condition through job training and education were characterized. Information was also included on a nation-wide survey of exemplary job-oriented education programs for the disadvantaged conducted jointly by private industry and the schools. Finally, three seminars were held for businessmen, educators, and other community leaders in Knoxville, Denver, and New York City to test the seminar as a method of disseminating the material compiled by the study and stimulating interest in further cooperative efforts.

The idea of bringing together community leaders to discuss job-oriented education for the disadvantaged is one that could be applied with valuable results in hundreds of communities throughout the country. We believe that our experience in conducting three trial seminars has provided a set of guidelines that could be most helpful to others who might wish to make use of this idea. Accordingly this *Handbook* has been developed in order to convey an understanding of the objectives of a "Seminar on Preparing the Disadvantaged for Jobs" and of the means which may be employed to attain these objectives. While circumstances within a given community may require certain programming modifications, a general outline of seminar planning procedures is provided which should enable individuals or groups representing private industry, education, or other agencies to conduct seminars in their own localities.

PURPOSE AND OBJECTIVES

The ultimate purpose of a "Seminar on Preparing the Disadvantaged for Jobs" is to encourage private industry and the schools to initiate new and more effective cooperative programs of job-oriented education for the disadvantaged. Following successful conclusion of the day's program of activities seminar participants should give such preliminary indications of the achievement of this purpose as: (a) a newfound awareness of, and interest in, cooperative efforts of private industry and the schools to provide job-oriented education for the disadvantaged; and (b) a set of plans for future activities to follow up ideas which had their beginnings at the seminar. Concrete proposals for new cooperative programs should result from these follow-up activities.

The seminar's purpose can be accomplished through implementation of a set of specific objectives. These objectives are:

I. To establish a seminar planning committee composed of recognized leaders in business, education, and other community agencies within the target community.

II. To formulate a set of specific objectives and guidelines tailored to the local situation which will provide direction for further seminar planning in the target community.

III. To identify potential seminar participants. This will involve determining the geographic range for participation, the organizations to be represented, the individuals who should be encouraged to attend, etc.

IV. To plan a program format which includes (a) opportunities for each of the three participating groups (educators, businessmen, and other community leaders) to outline its resources and its concerns with regard to job-oriented education for the disadvantaged, (b) presentation of information on several exemplary programs of job-oriented education for the disadvantaged which are sponsored jointly by private industry and the schools, and (c) interaction between participants and speakers and discussion of possible directions for new cooperative programs in the target community.

V. To identify and secure commitment from the appropriate personnel to carry out the planned seminar program.

VI. To provide ample meeting and dining facilities for the seminar.

VII. To arrange financing, through a registration fee or otherwise, for seminar materials, travel expenses incurred by consultants, luncheon, and other incidental expenses.

VIII. To devise appropriate publicity and a method of inviting the selected participants which will insure that business, the schools, and other community agencies within the target community are adequately represented.

IX. To provide seminar participants with materials which will stimulate their interest in, and provide them with further information on, job-oriented education programs for the disadvantaged.

X. To provide follow-up resources which will assure that proposals for local action which may be made at the seminar will be carried out.

XI. To provide for evaluation of the seminar utilizing the appropriate evaluation instruments.

IMPLEMENTATION OF OBJECTIVES

In this section of the *Handbook* each of the seminar objectives is explained in further detail, and alternative methods of accomplishing these goals are suggested. Examples of certain materials referred to in this section appear in a series of appendixes.

From time to time a flag appears in the right margin of the section. This is an indication that the particular matter under consideration is a Potential Trouble Spot (PTS). In the following section the problem which may arise is identified and solutions are proposed. The number on the flag refers to the number under which the discussion of a given PTS appears on pages 24-25.

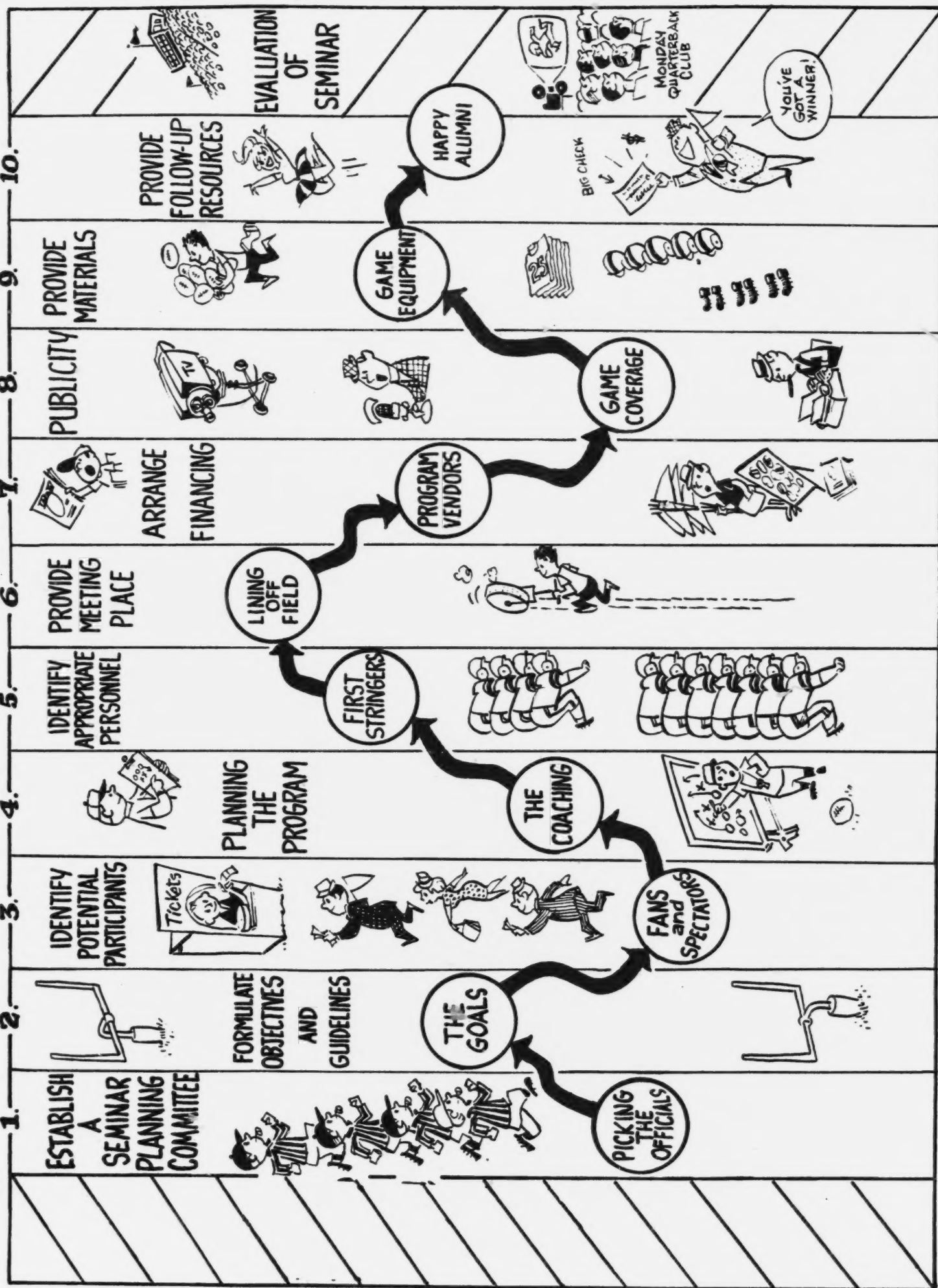
I. Establishing a Planning Committee

Efficient coordination of local training efforts requires the cooperation of private industry, the schools, and all other community agencies concerned with job-oriented education for the disadvantaged. The "Seminar on Preparing the Disadvantaged for Jobs" is designed, therefore, to encourage a cooperative approach to the solution of the job-related education and training problems of the disadvantaged. Accordingly, seminar participants should include leaders from private industry, the schools, and other community agencies. In order to insure that the point of view of each of these groups is adequately represented at the seminar, representatives from each group should be involved in planning and implementing the seminar design. This involvement should begin no less than two months prior to the proposed date for the seminar.

The individual or organization initiating the seminar (hereafter referred to as the seminar planning director) should consult the leadership of a number of community organizations to determine what individuals appear to be most interested in, and most capable of, exerting a positive influence in the community with regard to job training and education for the disadvantaged. Certain persons may be noted for their interest in this area, and they undoubtedly should be asked both to serve on the planning committee and to recommend others for the job. In addition, the local school superintendent should be given an opportunity to recommend personnel from his staff to represent the schools in the planning phase. In cities where the Urban Coalition or the National Alliance of Businessmen is active, either of these organizations could supply the names of businessmen for the planning committee. In other communities the local Chamber of Commerce or chapter of the American Society for Training and Development might furnish this information. Community agencies should be represented on the planning committee by such individuals as the head of the local anti-poverty program or welfare department, the director of the State employment security office, the director of the Urban League or another similar group, or the chairman of a civic action group interested in the disadvantaged.

It is advisable to invite a member of the mass media--a local publisher or radio or television station owner, for example--to serve on the planning committee. Such a person could provide guidance and advice in a number of helpful ways that might be overlooked by those with a special area of interest such as education, business, or industry.

PURPOSE AND OBJECTIVES OF SEMINAR FOR PREPARING THE DISADVANTAGED FOR JOBS



The planning committee should not be a large one (i.e., in excess of 10 members) due to the difficulty of arranging convenient meeting times for a group of busy people. The committee as a whole should meet at least once to outline objectives and operational guidelines for the seminar. Thereafter the committee may be subdivided into two or three groups that will meet separately to work on various parts of the seminar program.

II. Formulating Objectives and Guidelines

The seminar planning director will assume responsibility for the agenda at the first meeting of the planning committee. Thereafter the committee may continue to meet periodically, but undoubtedly most of the planning activities will be delegated to individuals and subcommittees. Following the initial meeting individuals other than the members of the original committee may be drawn in to perform specific tasks.

At its first meeting the seminar planning committee should determine what goals it hopes to accomplish via the seminar. The overall purpose of encouraging private industry and the schools to initiate new cooperative job-oriented education programs for the disadvantaged will be the same for each seminar, but the manner in which this purpose is implemented may vary from one community to another.

Target Area

The geographic or jurisdictional range which is to be considered for the purposes of a given seminar may be considerably more limited in some cases than in others. A planning committee may decide to invite representatives of private industry and the educational agencies within the city it represents. Another group may decide that the full range of employment and training possibilities in an area will not be adequately represented unless delegates from schools and industry in neighboring towns or counties, i.e., the city's metropolitan area, are asked to join the seminar participants from the city itself. In a third community it may appear feasible to focus the attention of the seminar on a single school, inviting business and industry from the city and interested citizens from the community of which the school is part to consider job-oriented education programs for the particular student population of the school. Each planning committee must decide which seminar orientation is most appropriate for its particular community.

The seminar based on representation from an entire city or a city and its environs presents the advantage of pooling a variety of resources which may be combined in various ways to solve the problems of the disadvantaged. A coordinated city-wide program in which each participating company would work with the school nearest its plant might be a result of such a seminar. An employer might feel that a minimum number of students with a particular occupational interest should be obtained before establishing a given training program, and several schools contributing a few students each might be able to fulfill this requirement whereas a single school could not.

On the other hand, the co-directors found that making one school the focus of the seminar's attention has the advantage of presenting partici-

pants with a set of concrete circumstances that can be attacked directly. That is, instead of dealing generally with the needs of a universe of disadvantaged persons, the one-school approach narrows the range to one particular student population. The school representatives at the seminar tend to feel that they have a greater stake in the outcome of the meeting when attention is focused upon their own school, and the pressure which they exert is likely to spur the business community to take more immediate action than can be expected from a city- or area-wide meeting.

Other Decisions

Having decided the area to be covered through representation at the seminar, the planning committee must then deal with a number of other matters such as how seminar participants will be identified and invited, what form the seminar program should assume, who will take part in the program, where and when the seminar will be held, how it should be financed, how materials will be distributed, and what provision will be made for following up the seminar. (Each of these decisions is the subject of a later section of the *Handbook*.)

III. Identifying Potential Participants

The decision to target the seminar for a single school, a city, or a larger area will naturally influence the selection of participants. Within the area of jurisdiction decided upon, however, several diverse sources must be tapped in order to insure a representative audience for the meeting. The first source is the seminar planning committee itself. The individuals in this group will have professional and personal contacts with others who have an interest in the seminar topic and would want to attend the meeting.

Planning for One School

If the seminar is designed for one school, that school's administrators should be called upon to name the school representatives. Leaders of community groups in the vicinity or agencies with special interest in the neighborhood from which the school draws its students should be invited. Names of businessmen to contact could be obtained from an organization of businessmen in the neighborhood if one exists; but since businessmen from other parts of the city would also have an interest in the students as prospective employees, names of companies to be included should be obtained from local chapters of such organizations as:

- the Chamber of Commerce
- the National Alliance of Businessmen
- the Urban Coalition
- the American Society for Training and Development
- the retail merchants' association
- the personnel managers' association
- other professional groups.

Planning for City or Metropolitan Area

For the seminar oriented toward an entire city or metropolitan area the sources mentioned above in connection with the business community could be used to secure names of representatives from private industry. Since in this case more than one school will receive attention, superintendents in the school systems involved should be given an opportunity to name the education delegates to the meeting. Other recommendations should be solicited from the local:

- welfare department
- anti-poverty agencies
- State-employment security office
- Urban League and similar organizations
- other community groups concerned with the problems of the disadvantaged

Number of Participants and Percentage Representing Each Group

Before invitations are issued the planning committee must determine how many participants are needed to represent the community adequately and what percentage of this number should come from each of the three professional groups. The authors recommend that the seminar include 50 to 75 participants with representation as follows:

- 50% from private industry
- 30% from the schools
- 20% from other community agencies

PTS
#1

Securing Top Level Commitment

If immediate action on program ideas proposed at the seminar is to take place, some of the individuals taking part in the seminar must hold positions of responsibility within their organizations which will permit them to make administrative decisions with regard to the role their organization can play in a job-oriented education program. If top level personnel are not present, no commitment to a program can be made until the representatives who are in attendance return to their respective organizations and attempt to convey the spirit of the seminar proceedings to their superiors. Needless to say, much of the seminar's impact will be lost for those who receive a second-hand report. Consequently, every effort must be made by the planning committee to insure the attendance of persons with the authority to make decisions for their organizations.

PTS
#2

Representing the Practitioner

The seminar audience should also include representatives of the groups that will be implementing the proposed programs, however. The corporate executive and the school administrator may make commitments to programs, but they will delegate the responsibility for carrying them out to personnel workers and teachers, respectively. Since these persons will be directly responsible for the impact which any given program may have on the disadvantaged target population, their point of view should be represented at the seminar.

Inviting Potential Participants

When the seminar planning committee has agreed upon a list of organizations (obtained via the sources mentioned previously) that should be represented at the seminar, a letter of invitation should be sent to the head of each organization. Company presidents, school superintendents or principals, and directors of community agencies should be encouraged to attend the seminar personally or to send a representative who is authorized to act for them. These administrators should also be invited to bring with them the person who would be most directly involved in implementing a job-oriented education program for the disadvantaged within their organization. (Further information on inviting participants is included in Section VIII.)

IV. Planning the Program

The exact nature of the seminar program for a particular locality will depend upon the objectives formulated by the planning committee, the organizational structure of the business community and the school system, the resource personnel available, and a number of other factors. The following information, therefore, is designed to suggest, rather than to outline specifically, the form which the program may take. A sample agenda is included in Appendix B.

Since business, school, and community groups will be participating in the seminar, each should have some part in the program. This contributes to a feeling on the part of each person in the audience that his concerns and ideas have been given a hearing. If he disagrees with the presentation made by representatives of his group, or if he feels vital points have been omitted, then the part played by his group in the seminar program will have given his ideas a focal point toward which he can address comments when the audience is given an opportunity to participate.

The Program Chairman

The first spot on the seminar program belongs to the individual whom the planning committee designates as the program chairman. This person should take 10 to 15 minutes to welcome the participants, give some background on the meeting, introduce the planning committee (if this is feasible), outline the seminar objectives, and comment on the form of the day's program. The role of the program chairman is a vital one because it is his responsibility to see that the program progresses according to schedule. He will introduce speakers, see that they finish their presentations on time, and acknowledge their contributions to the program. He will also reconvene the seminar at the appointed times following breaks for coffee and luncheon.

PTS
#3

The Business Point of View

An appropriate subject for the first major presentation is the point of view of private industry toward job-oriented education for the disadvantaged. Labor shortages and pressure to assume a major role in the war on poverty have made it necessary for employers to begin to hire individuals formerly considered unemployable--in short, the disadvantaged. Business has adopted

new hiring practices, new orientation procedures, and is looking for new training techniques to help its disadvantaged employees meet acceptable work standards. Private industry thus has a vested interest in helping schools retain potential dropouts long enough to impart job skills to these students, and in acquiring the cooperation of the schools in providing remedial education for individuals who have dropped out of school and now find that they do not possess the skills essential to earning a living.

A recognized figure in the local business community may be able to impart to the audience the general attitude of business toward job-training and education for the disadvantaged. It is more probable, however, that a panel of businessmen, each representing a major source of employment in the area (retailing, manufacturing, provision of services, etc.), could best provide a complete picture of the resources and the concerns of private industry with regard to the disadvantaged. The overall purpose of this session should be to indicate the kinds of employment opportunities which are open to the disadvantaged locally and how the schools may help to prepare these people to take advantage of the opportunities.

Following the businessmen's presentation a break for coffee should be scheduled. If refreshments can be made available very near the meeting area, the time for such a break may be shortened; but ordinarily 30 minutes should be allowed for this purpose.

School-Community Agency Panel

The remainder of the morning could be devoted to a panel presentation by representatives of the schools and other community agencies. Panel members should characterize the local disadvantaged population and the programs which have been designed to meet the needs of these people. Emphasis should be placed on the role private industry can play in these programs.

Questions that should be answered in this session include:

- Who are the disadvantaged in this community, i.e., what ethnic groups are involved and in what proportions?
- Where are these people concentrated within the area?
- What percentage of our total population can be classified as disadvantaged?
- What are some of the characteristics that make it so difficult for these people to succeed in our educational system and to find jobs in our community?
- What efforts are being made by the schools and other community agencies to reach the disadvantaged with programs which take these characteristics into account?
- What part can private industry play in improving the effectiveness of these programs?

The school-community agency panel must meet prior to the seminar to decide how responsibility for answering the above questions will be shared. Obviously there would be much needless duplication if each panel member undertook to answer all of the questions. Some of the information can be provided via printed materials to be distributed to the audience, e.g.,

job-oriented programs for the disadvantaged can be presented in a form similar to that illustrated in Appendix A. Statistics can be presented visually with slides or transparencies, and areas of concentrated poverty and unemployment are effectively portrayed on a map of the city or metropolitan area. Spokesmen for anti-poverty agencies might present the descriptive data on the local disadvantaged population while school representatives assume responsibility for briefly characterizing the programs aimed at this group.

Pre-Seminar Panel Meetings

Whenever a panel is used to present information as part of the seminar program it is essential that panel members meet at least once prior to the actual presentation to discuss points that need to be made and the means of dividing the responsibility for making these points so that the presentation will be as comprehensive as possible and repetition will be minimized. The panel members should also choose a moderator who will introduce the panel topic and summarize the discussion at its conclusion.

PTS
#4

In the morning sessions emphasis is placed on the job-related problems of the local disadvantaged population and the resources that can be brought to bear on these problems. Businessmen suggest how schools might be of help to private industry; and the schools, in turn, outline ways in which private industry can contribute to their efforts to make the disadvantaged employable. At first glance the resources of one group and the needs of the other may not appear to meet exactly, so the rest of the day should be devoted to stimulating thinking about the ways in which the objectives of both groups with regard to job-oriented education for the disadvantaged can be effectively accomplished through cooperation.

Exemplary Programs

Following luncheon a desirable program component is a presentation by representatives of exemplary job-oriented education programs currently being operated by private industry and the schools in partnership. When possible both the school and the company involved in such a program should be represented so that program details can be given from both points of view. The exemplary programs to be presented should be chosen for their relevance to the local situation, e.g., a mobile classroom bringing job training to migrants would not be a relevant program for a community where migrant workers do not constitute a significant problem (see Section V).

Time does not permit presentation of more than four exemplary programs, and ordinarily three will be the optimum number which can be treated adequately in a one-day seminar. Consequently, the programs must be chosen carefully and their representatives acquainted with the exact nature of the descriptive material to be presented on their programs within the time allotted.

The purpose of calling attention to exemplary cooperative programs is to give local businessmen and school personnel an opportunity to hear how other companies and schools are cooperating and what possible benefits

are to be derived from such cooperation. The germ of an idea for a new program on the local level may be planted as the exemplary programs are discussed. Each program representative should briefly describe his particular program, including such details as:

- how the program got started
- how the industry-school relationship works, i.e., how the responsibility for each facet of the program is divided
- characteristics of the target population
- some indication of the impact of the program on this population

Finally, the company representative should indicate what advantages or disadvantages are derived from cooperating with schools in a job-oriented education program as opposed to working on such a program with some other agency, doing the whole job alone, or not doing it at all. If appropriate, the school should answer the same question about its involvement with industry.

Following each of the morning presentations the audience should be given an opportunity to question the speakers and make comments of their own if time permits, but time for interaction with representatives of exemplary programs must be scheduled. This segment is the real heart of the seminar and, if new ideas are to come from it, the audience must have a chance to quiz program representatives on points that need clarification.

Small Group Discussion

The hope for action to be taken as a result of the seminar rests primarily on the effectiveness of the entire program in stimulating creative thought among the participants as they meet in small groups in the afternoon.

An advance registration procedure should provide the names of most of the seminar participants prior to the meeting. This will allow the planning committee to assign these individuals to discussion groups. Ideally groups should include no more than 10 members; and within each group businessmen, educators, and other community leaders should be represented in proportion to their numbers in the seminar as a whole. That is, if 50% of the seminar participants represent private industry, 30% represent the schools, and 20% are from other agencies, then these percentages should be maintained in the membership of each group. A simple expedient for making the group assignment known is to include a group number on each participant's name badge.

Coffee may be made available to participants as they move into their small groups.

Members of the seminar planning committee should serve as discussion leaders for the small groups. It is also wise to provide a recorder (a shorthand student or graduate assistant, for instance) for each group so that a permanent record can be made of the discussion topics. Representatives of exemplary programs should serve as consultants to the groups, answering questions on their own programs and making suggestions for local action where appropriate. In no case should the consultant be allowed to monopolize the group, however.

PTS
#5

A set of leading questions based on the local situation might be devised in advance for use by discussion leaders. But the primary function of the leader will be to assure that the group's attention is focused on the meaning of the day's events for future action with regard to job-oriented education for the disadvantaged. The needs of industry, the schools, and the local disadvantaged population should be reviewed to ascertain where these intersect and what new program ideas can thus be applied.

General Summary

A final session involving the entire audience should be conducted by the program chairman for the purpose of summarizing the discussion which took place in the small groups (each discussion leader should report salient points made by members of his group) and finalizing plans for seminar follow-up. A group of participants may be interested in getting together again soon to discuss a particular course of action. Or the consensus may be that the seminar planning committee should continue to meet, forming the nucleus of a larger group of individuals who might be called in periodically for assistance with a particular problem. In any case, the planning committee should have provided some framework for follow-up (see Section X) and the program chairman should make this known to the audience.

Program Modifications for the One School Seminar Orientation

The program just outlined can be applied equally well in seminars oriented toward the problems of a single school, a city, or a metropolitan area. For the single school seminar, however, the format could be altered somewhat to narrow the focus of attention. The first session could be conducted by school officials, students, parents, and leaders of concerned community organizations in the vicinity of the school. These individuals would detail the school's needs with regard to job-oriented education for its students and suggest ways in which private industry might help. The second session might be devoted to the description of exemplary programs which appear to have relevance for the particular school situation. In the afternoon businessmen could be given an opportunity to talk with the entire audience about the resources they might bring to bear on the school's problems; then discussion with school personnel about specific programs might ensue. Or the audience initially might be divided into small groups with businessmen and school personnel in each; then the entire group reconvened to discuss follow-up with regard to specific program possibilities.

Importance of Holding Audience for All Sessions

The audience must bear in mind that they are involved in a one-day action-oriented seminar and that their attendance throughout the day is therefore imperative. There is a strong tendency on the part of conference guests to avoid afternoon sessions, but this tendency must be counteracted in this case if commitments to cooperative program planning are to be forthcoming. The program chairman should bring these facts to the attention of the audience at the first session and add a reminder prior to the break for lunch and the break for small group discussions in the afternoon.

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V. Identifying Program Personnel

Representation from Private Industry

The existing power structure in the business community must be considered in selecting the individual(s) to convey to the seminar audience the business point of view with regard to job-oriented education for the disadvantaged. There may be one person whose professional stature and speaking effectiveness is such that he is recognized by the community as the spokesman for private industry in the area. If so, this person could be invited to make the first major address at the seminar. It is unlikely, however, that any one individual can adequately present the diverse interests of a total community. For this reason the planning committee should consult the Chamber of Commerce or another professional organization to obtain the names of a number of individuals who could form a panel to present the point of view of each of the community's major industries. These persons should be contacted by telephone to secure their commitment at least five to seven weeks prior to the seminar. For those who agree to participate in the businessmen's panel the call should be followed by a letter confirming the details discussed.

Use of Planning Committee Members

The seminar planning committee will undoubtedly include a number of persons who should represent their particular groups on the seminar program. No panel should involve more than five individuals, including the moderator. The planning committee itself may furnish two or three panelists, and these persons may have contacts which will enable them to recommend other representatives who should be included. The need to consult outside organizations for further recommendations will therefore be minimal. This is especially true for the school-community agency panel since the school administration presumably has appointed its most outstanding personnel to the planning committee and so have the most relevant community agencies.

Pre-Seminar Orientation

When the cooperation of panelists has been secured each panel should meet at least once prior to the seminar for a briefing on the objectives of the entire seminar and the relationship of their panel to the accomplishment of these objectives. Some of this information should have been made available in the initial contacts with panelists, so the meeting will serve to clarify the issues and to acquaint panel members with one another. At its first meeting the panel may be able to outline the points it wishes to make and assign responsibility accordingly. A second meeting may be necessary to accomplish this purpose, however. At one of the meetings a moderator should be chosen and his role defined. The need to confine the entire panel presentation to one hour cannot be emphasized too strongly.

Representatives of Exemplary Programs

The co-directors have compiled descriptive data on 61 exemplary job-oriented education programs for the disadvantaged which involved industry-school cooperations (see PREP kit No. 9). This information may help seminar

planning committees choose the exemplary programs to be represented at their seminars. The 61 programs represent a wide variety of cooperative arrangements, but the list does not include by any means all of the cooperative programs in the country. It is entirely possible, therefore, that a number of models of industry-school cooperation in the area of job-oriented education which do not appear in the list nevertheless may be found in the State or even in the city where a given seminar is to be held. Certainly the use of one or more local models is encouraged, but the need to stimulate interest in new cooperative programs make introduction of innovative programming ideas from a variety of sources highly desirable. For inclusion in the seminar program local, State, and out-of-State programs should all be judged according to the same criterion, i.e., potential effectiveness for meeting the pressing problems of the local business community and of the local disadvantaged population.

Telephone contact should be made with both school and company representatives of selected cooperative programs five to seven weeks in advance of the seminar date. If tentative commitment is secured a letter should follow explaining the seminar purposes more fully, specifying the role of the representatives of exemplary programs, and outlining the program details which the representatives should plan to cover (see Section IV). An offer to provide audiovisual equipment if needed should be made. If program representatives can arrange to be in town the evening prior to the seminar, a meeting might be held to allow these individuals to become acquainted and to discuss last-minute program details. Such a meeting is not essential, however, if adequate communication with the representatives has taken place prior to the seminar.

Group Discussion Leaders

The need for strong leaders for the small group discussions in the afternoon was emphasized in Section IV. If the number of groups required exceeds the number of persons on the planning committee, other personnel must be secured. Members of the program panels could be asked to serve as group leaders, or administrative assistants of planning committee members might be pressed into service. At any rate, a meeting of group discussion leaders should be held during the week prior to the seminar to insure that all leaders understand their responsibility for guiding discussion.

Suggested procedure for group leaders might include the following:

- . introduce group members
- . emphasize that the group session should result in concrete suggestions for future action with regard to job-oriented education for the disadvantaged
- . summarize the important points made by local businessmen, educators, and community agency personnel during the morning sessions
- . explain the limited role to be played in the group by the consultants representing exemplary cooperative programs
- . direct discussion toward specific plans for meeting the community's needs as outlined by seminar participants
- . conclude by obtaining group consensus on salient points which should be part of the group's summary statement in the general session which follows

Auxiliary Personnel

The services of a number of auxiliary personnel are needed to assure that the seminar program runs smoothly. A part-time clerk typist is needed to handle correspondence and advance registration and to make copies of any materials which the seminar planning committee may produce. The presence of several clerks is required at the registration desk on the morning of the seminar to handle late registration and distribution of materials. Stenographers or other personnel should be available during the afternoon session to serve as recorders for the small group discussions. A caterer should be engaged to provide coffee for seminar participants in the morning and again in the afternoon. If a luncheon is to be provided for all participants, arrangements must also be made with the personnel who will furnish this service.

VI. Housing the Seminar

One of the first responsibilities of the planning committee is to decide when and where the seminar will be held and to schedule meeting rooms for the day's events. This should be done at least two months prior to the seminar to assure the availability of the desired facilities.

Meeting Facilities

Once decisions regarding a tentative seminar date and the approximate number of participants to involve are made, a range of possible meeting places can be considered. One large room which will accommodate the whole audience and provide adequate facilities for speakers should be reserved for the entire day. If coffee is to be served outside the main room, cafeteria space or another room must be made available for this purpose. Proximity to dining facilities is a primary consideration in choosing the meeting location because valuable time could be consumed needlessly if seminar participants must move very far to obtain the noon meal. Finally, meeting space for the small discussion groups must be arranged for the afternoon. If the main room is large enough to allow for adequate separation of the groups, it may be used; but the number of groups will probably necessitate reserving several smaller rooms nearby.

In assessing the adequacy of the meeting facilities, the convenience of both program personnel and the audience must be considered. At each session the program chairman and the speaker or panel taking part in the session should be seated facing the audience. For panel presentations a table of sufficient size to accommodate the panelists and their notes is needed. A speaker's stand should be available for those who wish to use it. If there is any possibility that the entire audience may not be able to hear a particular speaker, a microphone should be used. Most speakers, however, will prefer not to use an amplification system.

Hotels will usually furnish meeting facilities at no cost provided they are assured the cost of the noon meal. A planned luncheon for all seminar participants is certainly preferable to breaking up the group and letting each go his own way for lunch. Holding the seminar in a hotel provides the added advantage of convenience for out-of-town guests who may be housed in the hotel.

Other possible sites for the seminar include public schools, university conference facilities, and State office buildings. A large meeting area, smaller rooms for discussion groups, and access to a cafeteria or dining room could probably be made available in any of these settings. Wherever possible, use of college or university facilities should be strongly considered because the services of a professional conference planning staff to assist with registration, meal planning, meeting room arrangements, and other details are often available through this source. At certain times housing for out-of-town guests may also be provided on campus at very reasonable rates.

Audio-Visual Equipment

Persons taking part in the seminar program should be given an opportunity to use audio-visual aids for their presentations if they wish. Projectors and screens should be made available and it should be possible to darken the meeting room with a minimum of effort and confusion if these devices are used. Needless to say, the audience should be seated so that everyone can view the screen.

Food Services

If the decision is made to serve luncheon as part of the seminar, a menu should be planned four to six weeks in advance; and a close approximation of the number of persons to be served must be furnished to the food services personnel two to three days prior to the seminar. The exact number of guests should be reported as soon as late registration is completed on the morning of the seminar. If participants are charged for the meal, tickets should be issued in advance for presentation before or during the luncheon. Speakers, panelists, and seminar planners should receive complimentary tickets, but those so designated should be kept to an absolute minimum to avoid exceeding the seminar budget.

Whether or not luncheon is provided, coffee should certainly be made available to participants in the morning and may be served again in the afternoon just prior to the small group discussion session.

Registration Facilities

An effective advance registration procedure (see sample Registration Form, Appendix B) will insure that most of the seminar participants have paid the registration fee and received a luncheon ticket and other essential materials prior to the date of the seminar. Some individuals will inevitably wait until the last minute to register, however, and certain items such as name badges and note pads may need to be distributed as participants arrive. Therefore, a clerical staff situated in an area convenient for the purpose should be made available to facilitate final registration an hour in advance of the opening session of the seminar.

Housing Out-of-Town Guests

Regardless of where the seminar is held, out-of-town guests who wish to spend a night in town should be comfortably housed in quarters reasonably near the meeting place. Time of arrival and departure for these guests should be determined and reservations made accordingly. If transportation to and from the meeting place is necessary, this should be provided and the guests informed of the arrangements.

VII. Budgeting

This one-day "Seminar on Preparing the Disadvantaged for Jobs" is not an expensive undertaking. Nevertheless there are certain expenses which must be covered in one way or another.

Clerical Assistance

Certain correspondence is essential to the process of inviting program speakers and seminar participants. Secretarial time, stationery, and postage must be provided for this purpose.

Duplication

Most of the materials to be distributed to seminar participants will be provided, but other items such as the seminar agenda must be written and duplicated by the seminar planning committee itself.

Travel for Consultants

Representatives of exemplary cooperative job-oriented education programs who incur travel expenses in attending the seminar should be reimbursed for their transportation, lodging, and meal costs. An honorarium may be provided, but this is not usually necessary.

Food

Facilities to house the seminar can be obtained at no expense, but coffee and doughnuts and a planned luncheon for all participants will cost between \$2 and \$3 per person.

Methods of Handling Expenses

The initiating organization (State department of education, school system, business firm, etc.) should plan to provide the clerical assistance and consultant expenses unless some other financing source can be found. Food services for participants might also be financed in this manner, or a local firm or organization might agree to sponsor this part of the seminar. An acceptable alternative, however, is to ask participants to pay a small registration fee of \$3 to \$5 to cover food and other incidental expenses. This fee should be payable in an advance registration procedure. Unless the initiating organization plans to pay for the meals of seminar speakers and other guests, this extra expense should be considered when the registration fee is set.

VIII. Publicizing the Seminar

Letter of Invitation

Individuals with decision-making responsibility in their various organizations should be in attendance at the seminar. Company presidents, school administrators, and community agency directors should receive personal invitations to the meeting. Approximately six weeks prior to the seminar these individuals should receive a letter (see Appendix B for sample) which accomplishes the following:

- . outlines the purpose of the seminar
- . stresses its timeliness and relevance to matters of current concern to industry and the schools
- . emphasizes the importance of sending a top-level representative to the meeting
- . encourages sending a second individual who would be involved in implementing any proposed program of job-oriented education for the disadvantaged
- . gives instructions for advance registration

This letter should be brief. Essential details can be specified in one page so that the busy executive can tell quickly what he is being asked to do, and more specific information can be included in separate materials. Once the program has been planned and personnel have been identified to carry it out, a tentative seminar agenda can be prepared, and this item would certainly help to clarify the nature of the seminar for the potential participant. Finally an advance registration form should accompany the initial letter. Samples of all the materials which should be included in the initial mailing to potential participants appear in Appendix B.

The letter of invitation, if not acknowledged within two weeks, should be followed up with a telephone call from the planning committee to confirm that the letter was received and to further encourage the executive to see that his organization is represented. Instructions for registering representatives in advance should be reiterated. Executives have many conference invitations to consider and only this kind of personal contact and follow-up can assure adequate representation at the seminar.

Publicity

In planning publicity for a seminar the basic purpose is to inform the public and hopefully create interest in the proceedings. A climate of good will for any projects that might develop as a result of the meeting should also be fostered. It is essential that none of the various forms of the media in the geographic area be overlooked in bringing about these ends. The most obvious are the daily newspapers and the news programs on radio and television stations. But do not bypass the weekly newspapers. And certainly efforts should be made to tell the story through such specialized outlets as the daily "talk" shows on both radio and television. If there is a university in the area, the school's daily or weekly newspaper and its radio and television stations can also be important outlets for publicity--especially if university personnel participate.

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A key to good publicity is VARIETY. Avoid the routine. Avoid the idea that is a cliché. Professional newsmen will handle the obvious as a matter of routine. They will respond more favorably to the unusual idea or the idea with a slightly different twist to make their coverage different. Use imagination. Avoid the urge to use the standard picture and story of the mayor signing a proclamation declaring it "Help the Disadvantaged Day."

It is essential that the media be informed regarding:

- . the nature of the seminar
- . who it is for
- . where and when it will be
- . who will take part
- . what they will do while they are at the meeting
- . what it will all mean to the community

But the ultimate goal--aid to the disadvantaged through cooperative community effort--should be the central theme of all publicity.

The initial press release should be an announcement that the seminar is being planned. It should give the reader the who, what, when, where, why, and how of the meeting. In fact, it should be tied to the initial planning session. It should stress the fact that a group of concerned citizens are meeting to plan a seminar seeking more community-wide cooperative effort to aid the disadvantaged. This press release should be sent out as soon as possible after commitment of planning committee members is assured.

Every effort should be made to give this press release an individual touch for the various media. This is especially true when there are competing media in a community. For example, the press release for radio and television stations should not sound exactly the same as those sent to the daily newspapers. There also should be some variation--even if slight--in the release sent to the various daily newspapers in the same city and the weekly newspapers in the area. (See Appendix C.)

The sending of the press release should be followed up by a telephone call to the various city editors of the daily newspapers (weekly editors rarely cover such events unless they are participants or have a particular interest) two days before the initial planning session to invite them to send a reporter to cover the event. Similar calls should be made to the program or news directors of the radio and television stations. If no representatives of the media attend the initial planning session, a press release reporting what happened at the session and what the next steps will be should be sent to the media as soon as the meeting ends. If possible, deliver it by hand to the daily newspapers and the radio and television stations. The emphasis in this release should be on what was accomplished. The timing is essential. Do not expect the newspapers or radio and television stations to carry your report if you get it to them 24 hours after the event. (See Appendix C.)

Between the planning session and the actual seminar efforts should be made to interest the local media in feature stories dealing with the disadvantaged--those who need help, as well as those who have received it and profited from it through previous local programs. The success story helps create interest and can help sell the community on the need for expanding such programs; and this, of course, is the goal of the seminar. (To avoid repetition, work closely with persons involved in previous projects in the area. Check thoroughly the copies of the local newspapers (usually on microfilm in the local library) to make certain a particular subject has not already been featured in an earlier story in the paper.) A similar effort should be made to have disadvantaged persons -- both those needing aid and those who have received help and profited from it -- appear as guests on various local radio and television shows. Here personal contact with the various editors and hosts on the shows should be utilized to arrange appearances.

At least a week before the seminar prepare a tentative list of local participants. The emphasis here should be on the local persons, who they are, what they are going to be doing, and why. Remember names -- especially local names -- make news. But avoid sending out just a list of names. This release should also contain all the pertinent data about the seminar. However, try to give it a fresh touch. Do not repeat word for word from a previous release. (See Appendix C.)

Several days before the conference (three at least), send out a press release which emphasizes the role to be played by "outside" experts in the seminar. Include general bibliographical details about the individuals. But hit only the highlights of each person's career, with special emphasis on the things he has done that make him an "expert" in this field and qualify him to guide others. Do not list all his awards, certificates, and honors -- only the important ones. Include a recent photograph of the main speakers if possible. (Do not send snapshots or color photos.) Make certain the name is on the back of each picture as well as in the story so there can be no confusion over identification. Make certain full names (not nicknames) are given and that they are correct. Even in this type of release the emphasis should be on the fact that the "expert" is coming to help local participants develop a broader community approach to the problem of aiding the disadvantaged.

Follow up this release the day before the seminar with a personal telephone call to the daily newspapers' city or managing editors and to news or program directors at the radio and television stations to invite them to come personally or to send a representative. Ask how many persons might attend from each medium and make certain, if there is a luncheon, that members of the press who are covering the event are invited. In case no one shows up from the press, and this seems unlikely, be prepared to write a press release covering the seminar and deliver it by hand to the newspapers and radio and television stations immediately after the meeting. If possible have a photographer take several photographs (especially of local persons) to distribute to the weekly newspapers along with a follow-up press release.

It is essential that the person in charge of publicity work with the planning committee from the outset. All materials available to the committee should be available to the publicity person. It is essential also that the publicity person have all the available facts about the disadvantaged persons in the area and that these facts be up to date. He should know what programs have already been conducted in the area and how successful they were. Then he should make these facts available to the media either in his various press releases or in a separate fact sheet.

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It is important to keep in mind that imagination, speed and accuracy are essential to a successful publicity effort.

IX. Materials

With three disparate groups of individuals participating in the seminar, a variety of biases and orientations toward the subject will be likely to create some difficulty in establishing effective communication. Each group will be apt to use a somewhat different vocabulary; each group will have varying experiences in dealing with the other groups; and within each group there will be individuals with an even greater diversity of experiences and orientations. If it is desirable to bring these differing groups into concert, then it is necessary to provide a common base of information upon which to build.

The co-directors of the study have prepared several documents, in addition to this *Handbook*, to establish this common base of information and to be helpful to persons planning, conducting, and participating in a local seminar.

First, the *Final Report* * of the interpretive study consists of a review of the literature on disadvantage, results of a survey of exemplary programs and descriptions of three trial seminars which were conducted to test one method of disseminating information on cooperative efforts of private industry and the schools to provide job-oriented education programs for the disadvantaged. The seminar planning director, that person who provides the initiative for beginning the deliberations to bring about a local seminar, should find the entire *Final Report* useful in planning a local seminar; and sections of the *Final Report* will be of interest and help to the seminar planning committee, the program chairman (i.e., the person serving as master of ceremonies at the local seminar), program personnel (those persons who will be speaking at the seminar), and seminar participants (those persons from education, business and industry, and community agencies who are invited to attend the seminar) in providing background information in the area of disadvantage and a general orientation to the design of the seminar prior to their attendance.

A second document, "Exemplary Training Programs for the Disadvantaged," which was included as No. 9-B in the last PREP kit, describes 15 diverse approaches to cooperative job-oriented education programs for the disadvantaged.

*This *Report* can be obtained from the ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014 as document No. ED 027 442 for \$1.00 for microfiche and \$13.35 for hard copy.

X. Following Up the Seminar

If the "Seminar on Preparing the Disadvantaged for Jobs" has accomplished its purpose, seminar participants will want to assure that the programming ideas resulting from the day's sessions are followed up with the planning essential to implementation. Prior to the seminar the planning committee should arrive at some decision regarding the commitment its members intend to make to follow up activities. Specific plans will be determined by the nature of the programming suggestions made at the seminar itself, e.g., a proposed secretarial training program probably would not involve the same individuals or the same organizational structure in its planning activities as would an industry visitation program. Nevertheless, an individual or group should stand ready at the conclusion of the seminar to assume the responsibility for organizing whatever follow-up activities the participants recommend. Of course all program personnel should receive a letter acknowledging their contribution to the meeting shortly after the seminar and that activity should be the first order of business for this individual or group.

The planning committee may exercise its responsibility in providing for follow up in a number of ways. Among the alternatives are these:

- . The planning committee as a whole may continue to meet following the seminar to put the suggestions of the participants into practice.
- . Various members of the planning committee may offer their services as resource persons for new committees which may be formed as a result of the seminar.
- . The initiating organization may designate an individual to act as liaison for future program planning activities.

POTENTIAL TROUBLE SPOTS

In this section an attempt is made to identify certain aspects of the planning and conduct of the seminar which may be sources of difficulty. By pointing out these Potential Trouble Spots (PTS) and suggesting means of dealing with them or preventing them before they occur, we hope to provide seminar planners with the means to avoid the detrimental effects which these problems can have on a seminar.

1. Number of Participants and Percentage Representing Each Group. Without further contact beyond the initial letter of invitation to the seminar, only 30 to 40% of the participants invited can be expected to attend. With telephone follow-up or personal contact the percentage can be boosted to 60 or 70%. Keeping these figures in mind, the seminar planning committee should decide on an optimum number of participants and issue invitations accordingly. In the experience of the co-investigators, if the total number of participants dips much below 50 the audience will feel that the target community is not adequately represented at the meeting. On the other hand, if many more than 75 participants attend, the group may prove unwieldy and the number of small discussion groups will be too great to allow adequate time for each to present its ideas in the general summary session.

The need to insure that business, the schools, and other community agencies are all well represented at the seminar cannot be over-emphasized. More individuals will be needed to portray the diverse interests of the business community than will be needed from the other two groups. But no group should comprise more than 50% of the audience.

2. Securing Top Level Commitment. While the importance of having persons at the seminar who will actually be working with the disadvantaged in a job-oriented education program cannot be denied, the attendance of some representatives of top management is essential. If even one company can make a definite program commitment to the schools at the seminar, the impact of the meeting on the rest of the audience will be considerably enhanced. Such a commitment cannot be made or properly accepted by persons without the authority to do so. Planning committee members must make every effort to contact administrators in business, the schools, and community agencies and convince them of the importance of their presence at the seminar.

3. The Program Chairman. The program chairman has a vital role to perform in holding speakers to their time allotments and keeping the seminar program on schedule. It is often quite difficult for an individual with a vested interest in a subject to make a brief presentation, but the seminar speakers must be impressed before-hand with the need to adhere to the schedule and then they must be held to the time limitations imposed upon them. Questions and comments from the audience must also be kept within reasonable time limits. The small group discussion session is most likely to suffer if earlier presentations run over-time; since the groups constitute the major hope for attainment of the purposes of the seminar, they must not be cut short.

4. Pre-Seminar Panel Meetings. The importance of bringing together the members of each panel prior to their presentation at the seminar should not

be ignored. For one thing, a moderator must be selected. Secondly, panelists have a great deal of information to present, and needless repetition must be avoided through logical division of responsibility and coordination of efforts. If there is no prior meeting, time limitations may be ignored and any relationship between presentations of two panelists will be much too dependent on coincidence.

5. Small Group Discussion. Without strong leadership to keep the group's attention focused on possibilities for new cooperative job-oriented education programs in the target community, the small groups may become involved in tangential issues. One particular danger is that local participants will spend much of their time asking the representatives of exemplary programs to expand on certain intriguing aspects of their own programs. One of the reasons for assigning these representatives to the groups is to give the audience an opportunity to ask questions about the programs, but this can get out of hand. The representatives should be alerted to the need to steer discussion back to program implications for the local setting, and the group leaders must also help to re-focus their group's attention on the target community if this becomes necessary.

6. Importance of Holding Audience for All Sessions. As members of the planning committee follow up the written invitations to the seminar with personal contacts, they should emphasize to potential participants the need to spend the entire day at the seminar. At the opening session and again prior to the break for lunch the program chairman should urge the audience to stay for the small group discussion in order to insure that positive action results from the seminar.

Many conferences are held for the purpose of broadening the knowledge or experience of the participants in a way that may be helpful at some unspecified point in the future. The "Seminar on Preparing the Disadvantaged for Jobs" should also expose participants to some new ideas and thus affect their future thinking. But in turn the seminar requires something of the participants--immediately. There is an urgent need for new, more effective ways of bettering the lot of the disadvantaged through jobs and training for those jobs. Therefore, this seminar should stimulate participants to contribute ideas for cooperative job-oriented education programs for the disadvantaged that can be implemented immediately. This contribution cannot be made unless participants are present for the final sessions of the seminar. It is essential that this point be communicated to the seminar audience.

7. Contacting the Media. Under no circumstances show favoritism to one medium. Treat all with equal fairness. Otherwise those who think they are being left out may be offended and it will be more difficult to obtain space or air time from them.

8. Public Relations Chairman. Have one publicity voice. Channel all publicity through a single person. Make certain he is available at all times. Be sure he has full and accurate knowledge of all aspects of the seminar. Media take a dim view of conflicting facts or statements which can result when an event has more than one publicity voice.

SCHEDULE OF ACTIVITIES

Following selection of the planning committee by the seminar planning director, all activities will be carried out by the seminar planning committee or by an individual or sub-group which it designates.

Before the Seminar

<u>Time to Seminar Date</u>	<u>Activity</u>	<u>Section and Page for Further Information</u>
10 weeks	Select planning committee	Establishing a Planning Committee, p. 5
	Send press release identifying committee members	Publicity, p. 19
8 weeks	Hold first meeting of planning committee	Formulating Objectives and Guidelines, p.6
	Distribute materials to committee members	Materials, p. 22
	Determine local seminar goals and objectives	Formulating Objectives and Guidelines, p.6
	Determine geographic area for seminar	Target Area, p.6
	Arrange seminar financing	Budgeting, p. 18
	Set seminar date	Housing the seminar, p. 16
	Determine the number of participants to be invited and percentage representing each group	Number of Participants and Percentage Representing Each Group, p. 8
	Send press release on planning session; follow by telephone calls to various media	Publicity, p. 19
7-8 weeks	Identify and reserve seminar meeting facilities	Housing the Seminar, p. 16
	Identify exemplary programs to be represented at seminar	Representatives of Exemplary Programs, p. 14
7 weeks	Identify potential seminar participants	Identifying Potential Participants, p. 7
	Identify local business, school and community agency leaders to serve as seminar program personnel	Identifying Program Personnel, p. 14
	Prepare tentative seminar agenda	Letter of Invitation, p. 19 and Appendix B, p. 35
	Arrange advance registration procedure for participants and prepare letter of invitation	Letter of Invitation, p. 19 and Appendix B, p. 35
5-7 weeks	Invite representatives of exemplary programs	Representatives of Exemplary Programs, p. 14
	Secure commitment of local program personnel	Identifying Program Personnel, p. 14
	Send materials to program personnel	Materials, p. 22

6 weeks	Invite participants by letter (including materials indicated)	Letter of Invitation, p. 19 Materials, p. 22 Appendix B, p. 35
6 weeks	Make arrangements with food services personnel for coffee and luncheon Encourage media to use feature stories on the disadvantaged	Food Services, p. 17 Publicity, p. 19
5 weeks	Select program chairman Select discussion leaders for small groups	The Program Chairman, p. 9 Group Discussion Leaders, p. 15
4-5 weeks	Call potential participants to insure commitment	Letter of Invitation, p. 19
4 weeks	Make hotel reservations for out-of- town guests	Housing Out-of-Town Guests, p. 18
3 weeks	Bring together each of the panels of local program personnel to dis- cuss what will be presented and to select a moderator Finalize seminar agenda Make arrangements for following up the seminar	Pre-seminar Orientation, p. 14 Appendix B, p. 35 Following up the Seminar p. 23
2 weeks	Engage clerical staff for registra- tion booth and recording small group discussion topics Send press release on participants Brief small group discussion leaders	Auxiliary Personnel, p. 16 Publicity, p. 19 Group Discussion Leaders, p. 15
1 week	Secure audio-visual equipment for program personnel Make arrangements with staff who will set up the large meeting room to provide tables, chairs, speaker's stand, microphone (if needed), etc., for program personnel Make arrangements for transportation of out-of-town guests from hotel to seminar Send press release on local discussion leaders	Audio-visual Equipment, p. 17 Meeting Facilities, p. 16 Housing Out-of-Town Guests, p. 18 Publicity, p. 19
3 days	Assign seminar participants to small groups Send press release on out-of-town participants	Small Group Discussion, p. 12 Publicity, p. 19

2 days	Prepare name badges including small group assignment Inform food services personnel of approximate final number of seminar participants	Small Group Discussion p. 12 Food Services, p. 17
2 days	Telephone media to request coverage of seminar	Publicity, p. 19
1 day	Set up registration facilities for late registrants	Registration Facilities p. 17

At the Seminar

Set up registration facilities	Registration Facilities, p. 17
Transport out-of-town guests from hotel to seminar	Housing Out-of-Town Guests, p. 18
Issue complimentary luncheon tickets to program personnel and seminar planning committee	Food Services, p. 17
Check seating arrangements and facilities for speakers	Meeting Facilities, p. 16
Following registration, inform food services personnel of the exact number of participants	Food Services, p. 17
Ascertain that all small group discussion leaders are present	Group Discussion Leaders, p. 15

Following the Seminar

Send follow-up press release to weekly newspapers	Publicity, p. 19
Write program personnel acknowledging their contributions to the seminar	Following up the Seminar, p. 23
Conduct follow-up activities recommended by the seminar audience	

APPENDIX A

Sample Presentation of Information

on

Local Job-Oriented Programs for the Disadvantaged

PROGRAMS RELATED TO
OCCUPATIONAL PREPARATION
SERVING THE
KNOXVILLE-KNOX COUNTY AREA

CONTENTS

<u>Title</u>	<u>ID#</u>
Occupational Research and Development Coordinating Unit (ORDCU)	1
Vocational-Technical Education - Knox County Schools.	2
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Adult Home Economics.	4
Evening Technical Extension	5
Evening Trade Extension	6
Knoxville State Area Vocational-Technical School.	7
Knoxville Manpower Skills Center (MDTA)	8
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Apprenticeship Opportunity Center	10
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Neighborhood Youth Corps.	12
Knoxville Opportunities Industrialization Center, Inc	13
Training and Technology (TAT) Project	14
College of Education, UT.	15

Prepared by:

Occupational Research and Development
Coordinating Unit
909 Mountcastle Street
Knoxville, Tennessee 37916
Phone: (615) 974-3338

Title:

Occupational Research and Development Coordinating Unit (ORDCU)

ID #

1

1 of 1**Location:**University of Tennessee
909 Mountcastle Street
Knoxville, Tennessee 37916

615-974-3338

Supervising Organization(s):College of Education
University of Tennessee
Knoxville, Tennessee 37916**Source of Financial Support:**

University, State and Federal Funds

Director:

Douglas C. Towne, Ph. D.

Other Personnel: AREA

Coordination & Administration	Director & Asst. Prof.	Dr. Douglas C. Towne
Research	Res. Assoc. & Asst. Prof.	Dr. William R. Schriver
Dissemination	Res. Associate	Roger W. Davis
Development	Res. Assoc. & Asst. Prof.	Dr. Trudy W. Banta
Development	Res. Associate	Linda G. Douglass

Summary: The purpose of the ORDCU is to bring about a greater reliance on and utilization of research findings and the research approach in efforts to improve vocational technical education activities within the State of Tennessee. To accomplish this purpose the activities of the ORDCU deal with the three major functions of Information Dissemination, Research, and Development. Each of these functions is reflected in specific projects conducted by the unit, but the major emphasis of ORDCU activities is to stimulate and facilitate such efforts on the part of other organizations and individuals. The coordination aspect of the unit is one of voluntary information exchange rather than authoritative direction.

Special Projects:

Interpretive Study of Cooperative Efforts of Private Industry and the Schools to Provide Job-Oriented Education Programs for the Disadvantaged. Dr. D. C. Towne, Director, and Dr. Trudy W. Banta, Project Coordinator, assisted by Mr. Roger W. Davis, Mrs. Linda G. Douglass, and Mrs. Ann M. Black.

The Effect of Vocational Education on Employment Experiences in Tennessee. Dr. William R. Schriver and Dr. Roger L. Bowlby, assisted by Mr. Frank M. Murtaugh, Jr..

RCU/SDI A cooperative trial study of selectively disseminating information to occupational educators within eight Southeastern States. Dr. Douglas C. Towne, Director.

Continuation of Interpretive Study of Cooperative Efforts of Private Industry and the Schools to Provide Job-Oriented Education Programs for the Disadvantaged. Dr. Trudy W. Banta, Dr. Douglas C. Towne, Co-Directors.

Title:

Vocational-Technical Education - Knox County Schools

ID #

2

1 of 2

Location:

400 West Hill Avenue
Knoxville, Tennessee 37918

615-525-6261

Supervising Organization(s):

Knox County Board of Education

Source of Financial Support:

Local, State and Federal

Director: Bruce M. Hinton, Director
Vocational-Technical Education

Other Personnel:

Vocational Curriculum Developer - Herbert Clement

Summary: VOCATIONAL EDUCATION IN KNOX COUNTY - Its Progress, Programs, and Purpose

The vocational programs in Knox County today have changed considerably from those offered a few years ago. Industry demands are continually changing and vocational programs must change with them. These rapidly changing conditions and technological advances are demanding that we continue a rapid expansion of programs of all types.

Vocational Education in Knox County includes programs in Trades and Industrial Education, Distributive Education, Health Occupations, Agriculture, Office Education, Home Economics, and Rehabilitation. This training includes field work and laboratory work which is conducted as a part of a program needed for gainful employment.

Training is available for high school students, high school graduates, persons who have dropped out of school, and those needing retraining or new skills for job advancement.

Vocational Education is an integral part of the total education program and works closely with business, industry, and individuals of the community.

AERA	NAME OF SCHOOL	SUBJECT	NAME OF TEACHER
Agriculture	Doyle High School	Ornamental Horticulture	H.E. Gibson
Distributive Educ.	Carter High School	Marketing	Vickie Love
	Halls High School	Marketing	William Hartsell
Health Occupations	Doyle High School	Health Services	Teresa Sharpe
Home Economics	Carter High School	Homemaking	Catherine Bell
	Doyle High School	Homemaking	Beth Stivers
	Faragut High School	Homemaking	Marie Freeman
	Gibbs High School	Homemaking	Susan Terry
	Halls High School	Homemaking	Carrie L. Gibson
	Karns High School	Homemaking	Judy Solomon
	Powell High School	Homemaking	Helen Calfee
		Homemaking	Lucy G. Cox
		Homemaking	Virginia Ramsey
		Homemaking	Sharon Coker
		Homemaking	Eliose Howerton
		Homemaking	Edith Tarver
Office Occupations	Doyle High School	Clerical	Rose M. Pressly
	Farragut High School	Clerical	Brenda Graves
	Gibbs High School	Clerical	Wilma Helton
	Halls High School	Clerical	Edgar House
	Powell High School	Clerical & Stenographic	Carolyn Gose
		Clerical	Gail Burris
		Stenographic	Anna Bellamy

Title:

Neighborhood Youth Corps

ID #

12

1 of 1**Location:**301 West Cumberland
Knoxville, Tennessee 37902

615-546-3300

Supervising Organization(s):

Community Action Committee

Source of Financial Support:Bureau of Work Training Programs
U. S. Department of Labor**Director:**

Joseph T. Dirl

Other Personnel: Coor. of Educ. and Counseling - Mrs. May Lunden

Out-of-school Proj. Director: L. W. Hargis; Out-of-school counselors: Mrs. Jean Ann Harper, James Greely, Ruth W. Huthison. In-school Proj. Dir. (Co.): Benjamin T. Sterchi; In-school counselor (Co.): U.J.W. Lark, Paulette Teal, Caludette Hall. In-school Proj. Dir. (City): John Dyer; In-school counselors (City): Kathleen Eldridge, Elta Booker.

Summary:

The Neighborhood Youth Corps (NYC) involves projects (1) to provide part-time work-training experience for youth from low-income families who are in the ninth through twelfth grades of school (or are of an age equivalent to that of students in such grades) and (2) to provide low-income unemployed youth useful work-training experience combined, where needed, with educational and training assistance, including basic literacy and occupational training. Enrollment is limited to youth aged sixteen through twenty-one years. The projects under this program must be designed to provide meaningful work-experience, training, and necessary supportive services to eligible youth which will provide them with earnings to permit them to maintain or resume attendance in school and/or assist them to develop their maximum occupational potential.

APPENDIX B
Sample Materials for Inclusion
in
Letter of Invitation
to
Potential Seminar Participants

Occupational Research and Development
Coordinating Unit
909 Mountcastle Street
Knoxville, Tennessee 37916
Phone: 615-974-3338

September 10, 1969

Mr. James Stoll, General Manager
A & D Electric Company
206 North Poplar Street
Knoxville, Tennessee

Dear Mr. Stoll:

I am writing to you at the suggestion of a planning committee which includes Mr. David Richard of the Knoxville Chamber of Commerce, Mr. Rob Ryan of IBM, Mr. Case Jones of the Knoxville Urban League, Mr. Jesse Green of the Community Action Committee, and Mr. A. N. Thorn of the Knoxville City Schools. We believe you will want to attend a one-day meeting that promises to be a very important one for Knoxville: the "Seminar on Preparing the Disadvantaged for Jobs" which will be held at the University Center, University of Tennessee campus, Wednesday, October 22, 1969.

Throughout the country community leaders are looking toward new, more effective programs of job training and education for disadvantaged (i.e., individuals whose impoverished background has kept them from acquiring the skills and ability to communicate which are essential to holding a job that pays a decent wage) as means of breaking the vicious circle of circumstances which maintain poverty. In accordance with the 1968 Amendments to the Vocational Education Act educators are attempting to provide realistic job-oriented education programs for disadvantaged youth. In a movement spearheaded by such organizations as the National Alliance of Businessmen private industry has initiated new hiring and training activities aimed at the hard-core unemployed. Various community agencies know the problems faced by the disadvantaged in their search for employment and are actively seeking solutions to these problems.

With so much attention focused on employment and training for the disadvantaged, we believe the time is right for bringing together leaders from the schools, private industry, and community agencies in Knoxville to discuss ways in which the resources of the entire community can be brought to bear on these problems.

Our seminar is action oriented. That is, we expect concrete proposals for new cooperative approaches to job-oriented education for the disadvantaged to be made at the meeting. Since definite commitment to a program can only be made by the leadership of an organization, we strongly urge you to attend this meeting personally. While your presence is essential, we believe that a useful contribution could also be made by a second representative: the person who would be responsible for putting into operation any job-oriented education program for the disadvantaged which your organization might initiate.

Enclosed are some materials which provide further information about the seminar. If you have questions, please call our office.

We sincerely hope you will be joining us at the seminar. Please return the enclosed Registration Form to us by September 24 so that we may know whom to expect from your organization. Further communications about the meeting will be routed to these individuals.

Sincerely,

Further Seminar Information

Hiring the disadvantaged worker puts unusual and often difficult demands on the employer. General orientation training and some remedial education may be needed by the worker, and first-line supervisors and other employees perform their jobs more effectively if they too are given some orientation regarding what to expect in their relationships with the new worker. Many businessmen believe the local schools are a logical and important ally in planning and carrying out whatever training and orientation activities a given company may feel it needs. Thus our seminar focuses on business and industrial programs which involve the schools.

Background research has indicated conditions in the lives of disadvantaged individuals which contribute to their problems in seeking and holding jobs, and some acquaintance with these conditions has enabled many employers to develop effective methods of dealing with the problems. A seminar agenda is enclosed, but generally speaking, we hope to identify in the morning sessions the particular problems of the job-seeking disadvantaged population in Knoxville (calling on community leaders who are best able to do this) and the general problems which Knoxville businessmen face in hiring and retaining these persons (presented by members of our advisory group, mentioned previously).

Local school programs and other established community resources that could conceivably be called upon to aid business in recruiting and training disadvantaged workers will be described. Next on the agenda is what promises to be an exciting presentation, by businessmen and school personnel currently involved in their own programs, of the hard facts associated with recruiting, hiring, training and retaining the disadvantaged worker. For the most part these experienced spokesmen will be from cities other than Knoxville, so ample time will be made available for them to answer your own specific questions. Small group sessions with the speakers as participants will allow further time for you to draw upon their experience and also to consider with local educators what implications the seminar presentations might have for future action in the Knoxville area.

Organizations such as the American Management Association, the National Association of Manufacturers, and the National Industrial Conference Board have in recent years held conferences similar in some respects to the one we are proposing. These have usually been national conferences, however, bringing together participants from all over the country, and being held in one of our largest cities so that considerable time and expense has been involved in sending representatives from Knoxville. Our seminar, on the other hand, will have only local participants, will be geared specifically to local problems, and will cost each participant just \$5.00 to cover luncheon, coffee breaks, and other incidental items! We have also streamlined the program to pack as much as possible into one day so that a large expenditure of time on your part will not be required. We hope you will find it possible to attend the meeting October 22.

TENTATIVE AGENDA
"Seminar on Preparing the Disadvantaged for Jobs"
University Center
Wednesday, October 22, 1969

8:15 - 8:45 a.m.	Registration
8:45 - 9:15	Opening Remarks.....Program Coordinator*
9:15 - 10:15	Businessmen's Panel.....Representatives of Knoxville Business Community*
10:15 - 10:45	Coffee
10:45 - 11:45	School-Community Agency..Representatives from Local Schools and Community Agencies*
11:45 a.m. - 1:00 p.m.	Lunch
1:00 - 2:15	Programs Exemplary Cooperative...Representatives of Exemplary Programs*
2:15 - 3:30	Discussion in Small.....All participants Groups
3:30 - 4:30	Recommendations for.....All participants Local Action
4:30 - 5:00	Evaluation.....All participants
5:00 p.m.	Adjournment

*Identify program participants and the organizations
they represent when these facts are known.

REGISTRATION FORM
"Seminar on Preparing the Disadvantaged for Jobs"
University Center
Wednesday, October 22, 1969

1. _____
NAME

TITLE

ORGANIZATION

STREET AND NUMBER

CITY STATE ZIP CODE

2. _____

NAME

TITLE

ORGANIZATION

STREET AND NUMBER

CITY STATE ZIP CODE

Make check for \$5 per person payable to:
University of Tennessee

Mail this form with check by September 24, 1969 to:
Occupational Research and Development
Coordinating Unit
909 Mountcastle Street
Knoxville, Tennessee 37916

Appendix C
Sample Press Releases

A Publicity Checklist

1. Obtain proper names of managing and city editors for daily newspapers and of program and news directors of radio and television stations. These should be available in the City Directory, Editor and Publisher, Broadcaster's Yearbook or other sources available at public library or Chamber of Commerce. If all other efforts fail call the various papers and stations to obtain the names.
2. Do not send duplicate press releases. Send only one to each medium, preferably the city editor and the news director.
3. Send press releases to weekly newspapers on Monday. Weeklies usually are printed Wednesday night and distributed on Thursdays. Address them to either the editor or publisher. Often they are the same man.
4. Keep press releases relatively short. Double space and hold the material to no more than two typewritten pages. Four- and five-page releases often are ignored because they appear so formidable.
5. Use simple and direct language. Avoid technical terms. Avoid the language of the professional social worker or educator. Write reasonably short, direct sentences. Write short paragraphs. Keep sentences to 20 to 30 words whenever possible. Keep paragraphs to four typewritten lines as a general rule.
6. Make certain all names, addresses, titles, statistics and other data are absolutely correct.
7. Re-read each press release carefully before mailing to make certain it contains all the essential details on the seminar.

SAMPLE PRESS RELEASE NO. 1
For announcement of
Initial planning session

Ten persons will meet here August 18 to begin work on a program which is designed to help some of Dade County's 65,000 disadvantaged persons help themselves to a better way of life.

They will be planning a seminar to show business, industrial, educational, and community leaders how current cooperative efforts to provide job training and education for the unskilled can be stepped up.

James J. Thomas, director of vocational education for the county schools, said the object of the program is to show how, through cooperative efforts of the community, local resources can be used more effectively to aid the disadvantaged.

"Private industry often needs help in training its new unskilled employees just as the schools need help in making their vocational education fit the needs of industry more realistically," Thomas said. "Community leaders often can make valuable contributions but do not know where to start," he added.

"Each can help the other and we are bringing them together to discuss how they may combine forces to attack the job-related problems of the unskilled in the area," Thomas said.

A recent study by the University of Tennessee will provide background for the meeting. It found examples of cooperative programs in job training and education for disadvantaged persons in more than 60 cities. More than 3000 individuals have been involved in these particular programs.

(Here you might cite any local or nearby programs that are underway such as those conducted by the National Alliance of Businessmen).

Taking part in this planning session for the seminar will be (here list the persons who have been invited. Make certain to give formal names and their business or educational affiliation).

The seminar will be sponsored by (give local sponsor's name). It is part of a current nation-wide effort to involve private industry and local communities to help persons with a poverty background learn skills which will enable them to obtain and hold better paying jobs.

The planning session will be held in the Civic Auditorium. Chairman of the meeting will be (give name). (If chairman is Thomas, who was named in an earlier paragraph, then use this information in the paragraph where his name is mentioned for the first time).

Alternate leads
For First Press
Release

Some of Dade County's 65,000 disadvantaged persons may find a better way of life, thanks to the efforts of a group of local leaders who will meet here August 18.

(pick up second paragraph of original release)

A program to help Dade County's 65,000 disadvantaged persons help themselves will be the theme of a meeting here August 18.

Ten community leaders will make plans for a seminar to show businessmen, educators, industrial plant managers and others how current cooperative efforts to provide job training and education for unskilled workers can be stepped up.

(pick up third paragraph)

Dade County has more than 65,000 persons who are earning less than the Nation's poverty level income.

How the community, through cooperative effort, can provide job-oriented training and education which will enable many of them to obtain better paying jobs will be discussed at a one-day seminar here next Wednesday.

Some 75 community leaders will take part in the program which begins at 9 a.m. in the Civic Auditorium.

Chairman of the program is James J. Thomas, director of vocational education for the county schools. Thomas said representatives from all sections of the community are being brought together to show them how they can help each other improve and expand programs to aid the disadvantaged.

Local business, industrial and educational leaders, with the aid of specialists in the field, will be seeking ways to cooperate with each other to increase job opportunities and education for persons with poverty backgrounds.

"The object here is to find ways that we can pool our efforts to aid persons whose background has prevented them from obtaining jobs that would enable them to increase their earnings beyond the poverty level," Thomas said.

At the seminar the participants will discuss (here give some descriptive material on the program planned for the day. Avoid using formal titles of talks to be presented or formal titles for various sections of the program. Discuss the program in a more general way).

The seminar is part of the current nation-wide effort to involve private industry and local communities in helping solve the problems of poverty. A recent study carried out at the University of Tennessee indicates that exemplary cooperative job-oriented education programs are currently being conducted in more than 60 cities located in 22 States throughout the country.

These programs involve major industries as well as many small business firms. They include a wide range of efforts from training hard-core unemployed how to work in a hosiery mill to teaching previously unskilled workers to be laboratory technicians for a pharmaceutical firm.

The programs are cooperative ventures between industries and the schools and community which combine education as well as on-the-job-training.

(Attach a list of all the participants. Make certain names and titles are correct.)

Alternate lead

Press Release No. 2

Tom Smith, father of four, earns \$3,200 a year as a day laborer when he can find work. By national standards that is below the poverty level.

The problem of how the community can help Smith and other persons overcome the handicaps of poverty will be the subject of an intensive one-day seminar here next Wednesday.

Some 75 community leaders, with the aid of specialists, will seek new ways in which all segments of the community -- business, education and industry -- can join forces to help the area's disadvantaged persons help themselves.

The seminar will be at 9 a.m. in the Civic Auditorium.
(pick up fourth paragraph of original story)

SAMPLE PRESS RELEASE No. 3
Emphasis on local discussion
leaders

Three Dade County businessmen will tell some 75 community leaders here Wednesday about their experiences in providing job training and education for unskilled workers.

There will be discussion leaders at the morning session of a seminar designed to find new ways for the community to develop cooperative programs to aid the disadvantaged.

Thomas Smith, production supervisor for Uptight Mills, will explain his firm's program for training previously unskilled persons to operate hosiery-making machinery.

John T. Applegate, president of Chemco Inc., will discuss his firm's training program for laboratory technicians. More than 50 workers have been trained in the program which is operated in conjunction with the city schools' vocational education division.

Mary St. John, training supervisor for Telex Inc., will outline her firm's efforts to train more than 75 female dropouts to be key punch operators.

James J. Thomas, director of vocational education for the county schools and chairman of the seminar, said all three will show the participants at the seminar how their programs became successful as a result of a cooperative effort with educational and community leaders.

They are among the many firms across the Nation who are taking part in the effort to enlist the aid of all segments of a community in helping solve the problems of poverty, Thomas said.

The seminar is one of a number being conducted across the country to find ways to provide improved work and educational opportunities for persons with poverty backgrounds.

(Attach pictures of the local discussion leaders as well as a list of participants in the seminar.)

SAMPLE PRESS RELEASE NO. 4
For use immediately before
opening of seminar - stress
placed on visiting participants

A man who helped hundreds of poverty-level workers find better jobs will play a major role in a seminar here Wednesday on ways to improve education and job training for the disadvantaged.

He is Anthony Comstock, plant manager of Firefly Inc., a Newark, N. J., fishing bait firm, who has directed on-the-job training and education for more than 450 unskilled persons in the last five years.

The seminar begins at 9 a.m. in the Civic Auditorium. It will be attended by more than 75 local business, educational, and community leaders. They are seeking new ways to broaden community efforts to help persons with no trade or particular skill obtain the training and education needed to get better paying jobs.

Comstock's firm is one of more than 60 in the Nation cited in a recent study by the University of Tennessee for cooperative programs to aid the unskilled. The study will provide background information for the local seminar.

Also on the program will be Leroy Champion, training director for IDEA, Inc., an electronics firm in Indianapolis, Ind., and Rhoda Mae Gruber, supervisor of secretarial training for the National Life and Accident Insurance Company, Nashville, Tenn.

All three firms have had extensive training programs for several years in which private industry and the schools are cooperating to provide under-trained workers with an opportunity to learn new skills and obtain better paying jobs.

Appearing on the program also will be three local businessmen who have supervised similar programs for their firms. (Name them.)

Special emphasis will be placed on what is being done locally and how it can be improved in an effort to provide greater opportunity for the disadvantaged person to help himself, according to James J. Thomas, chairman.

The seminar is one of a number of such meetings conducted across the country seeking new ways to involve all segments of the community in the problems of the disadvantaged.

SAMPLE PRESS RELEASE NO. 5
Press Release -- general
feature on jobs for dis-
advantaged

Key punch operators, laboratory technicians, auto mechanics, stenographers, file clerks, cement masons, electronic technicians . . .

These are jobs many ghetto dwellers might dream about but think they could never get or hold even if they did manage to be hired.

Yet in more than 69 cities across the Nation, hundreds of previously unskilled, untrained persons living at poverty level are now being taught the skills needed to hold just such jobs and many others.

They have been given the opportunity to break the poverty cycle and improve their lot in life through a joint venture of business, industrial, educational and community leaders in those cities.

A recent study by the University of Tennessee showed that in at least half the cases the programs were originated by private industry. About one-fourth were started by public schools and some 20 per cent were initiated by committees that included both industry and school representatives. The remaining programs were suggested by civic groups such as the Urban League and the New Detroit Committee.

But in every case the key word was "cooperative." Business, industry, education helped each other to provide maximum effectiveness for the programs.

In Detroit, for example, Chrysler Corp. is training secretaries, data processing workers, auto mechanics, and service station attendants. Michigan Bell Telephone Company is training telephone linemen. General Foods Corp. is training stenographers. A Wichita bank is training bank workers.

(AND SO FORTH) (obtain any information possible on the success of the programs.)

(Emphasis here is placed on the programs discussed in some detail in the initial report of the UT group.)

Some suggested ideas for press releases or radio and television interviews

1. A general story on what is being done locally such as the efforts of the National Alliance of Businessmen. This might be in the form of an extensive survey among local business and industrial firms to see what jobs if any they have available for under-trained or unskilled workers.
2. An interview with the head of the local State employment office on the number of workers with no skills who seek jobs daily but who cannot be placed because they lack skills.
3. An interview with welfare officials and other public-aid workers on the problems growing out of lack of skills, training and education. The emphasis here could be very local.
4. A general story on the problems of the disadvantaged emphasizing the local situation but including statistics on a nation-wide scale.
5. An interview with school officials on the program of drop-outs and what the future holds for them. This might include information about ways to keep kids in school - sort of a how-to-do-it article for parents.
6. A feature on the vocational training already available in the schools for unskilled persons -- emphasis here is on adult education.